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ABSTRACT

Results of a 1979 survey of colleges belonging to the Appalachia Educational Laboratory (AEL) are presented. Objectives were to develop a file of general information about each higher education institution represented on AEL's Board of Directors, and to identify areas of particular academic strength represented in these institutions. The information was to be used to promote consultation services among the region's educators. Profiles are presented for each of the following institutions: Jacksonville State University, University of Kentucky, Ohio University, Muskingum College, California State College, West Virginia State College, and West Virginia University. Information is provided for each college on well-staffed areas for which consultation services are available. The following divisions/departments are covered for each college: curriculum/instruction at the elementary and secondary policy, and secondary levels, guidance and counseling, educational administration, educational policy, and educational research. In addition, for Virginia Polytechnic Institute and State University, information is provided on staffing competencies in several fields, including administration and vocational-technical education. Information is also provided on publications regularly issued for each school, and descriptions of college projects are included. A questionnaire is appended. (SW)

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STUDY OF R&D STRENGTHS OF AEL MEMBER INSTITUTIONS OF HIGHER EDUCATION

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HE 017 184

This document was developed by the AEL Regional Exchange, part of the nationwide Research and Development Exchange (RDx), funded by the National Institute of Education. The RDx is a network of regional educational laboratories and university-based R & D centers working to support state and local school improvement efforts. Its mission is to encourage and facilitate the exchange of information, in all areas of education, among researchers, developers, and practitioners. AEL's Regional Exchange shares the following goals with the RDx:

- to provide information, technical assistance, and/or training which support dissemination and school improvement efforts;
- to promote the use of R & D outcomes that support dissemination and school improvement efforts;
- to promote coordination among dissemination and school improvement programs; and
- to increase shared understanding and use of information about client needs in order to influence planning of R & D efforts.

The Appalachia Educational Laboratory (AEL) is located in Charleston, West Virginia. Its mission is to improve education and educational opportunity for persons who live in the primarily non-urban areas of its member state Region. AEL accomplishes its mission by:

- documenting educational problems of the Region and sharing the information both with member states and other R & D producers;
- identifying R & D products potentially useful for solving the documented problems and sharing information about these with member states;
- providing R & D technical assistance and training, which may include adapting existing R & D products, to lessen documented problems of the Region; and
- continuing to produce R & D products of national significance in the areas of career guidance, childhood and parenting, experiential education, and others that may be identified.

JAN 24 1980

STUDY OF R & D STRENGTHS OF AEL MEMBER INSTITUTIONS OF HIGHER EDUCATION

by

Jack Sanders
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Educational Services Division
Appalachia Educational Laboratory, Inc.
P. O. Box 1348
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November 30, 1979

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STUDY OF R & D STRENGTHS OF AEL MEMBER INSTITUTIONS OF HIGHER EDUCATION

Introduction

As part of its FY 79 Regional Exchange (Rx) Scope of Work, AEL surveyed institutions of higher education (IHEs) with representation on its Board of Directors. The immediate purpose of the study was to develop a database of organizational and human resources that might be brokered, as needed, to SEA dissemination units served by the Rx and might be input to the Resource and Referral Service at the Ohio State University. However, as the IHEs responses were analyzed, it was discovered that the resultant database had utility beyond that originally envisioned; that the database would provide a rich resource for the Laboratory's R & D divisions and Regional Services Project as well as the Rx. Thus, it was explained in the second Quarterly Report that this Scope of Work was to be shifted to AEL's indirect cost budget in FY 80. This shift does not imply that Rx regards the database to lack utility or that Rx will have less access to it. On the contrary, the study has shown the database to be of more general value than was hypothesized. The shift is simply a function of the value and utility of the database.

Methodology

The purposes and procedures of the study were presented to IHE representatives in October 1978 at the Annual Meeting of the AEL Board of Directors. Subsequently, Rx staff worked with AEL Administration to develop and pilot-test instrumentation to be used in the study. On January 31, 1979 the final questionnaire was sent under a cover letter from AEL Director Terry Eidell to each Board member representative of a college or university in the Laboratory's seven member states:

- West Virginia State College--Dr. Harold McNeill
- Muskingum College--Dr. Steve Kokovich
- Jacksonville State University--Dr. James A. Reaves
- California State College--Dr. Philip J. Proud
- East Tennessee State University--Dr. Scott Honaker
- The University of Tennessee--Dr. E. Dale Doak
- VPI and State University--Dr. Robert N. Smith
- Auburn University--Dr. Jack Blackburn
- West Virginia University--Dr. William G. Monahan
- Ohio University--Dr. Samuel Goldman
- University of Kentucky--Dr. George W. Denemark
- The Pennsylvania State University--Dr. William E. Caldwell

The final instrumentation and explanatory cover letter are presented in Appendix A.

Seven of the twelve IHEs returned completed instruments to AEL. Follow-up phone calls from the Director's office produced one more usable response. These eight responses will eventually be coded and input to the Rx's Wang System 20 word processor to facilitate retrieval and updating. Updating will occur on a biannual basis.

Results

Results of the survey are presented in Tables 1, 1a, 2, and 3 (pages 3-15). Additionally, the College of Education, University of Kentucky, submitted a paper describing various projects, including purpose, target audience, and project staff. These can be found in Appendix B.

Specific Areas Well-Staffed and Competent to Provide Expert Consultation to Schools and Other Organizations

Division/Dept.	Jacksonville State University	University of Kentucky	Ohio University	Muskingum College
Curriculum/Instruction--Elementary	• Early Childhood Education • Elementary Education (general) • Reading	Dept. of Administration and Supervision • Instructional models • Curriculum program analysis and alternatives • Curriculum program development • Experimental programs and evaluation Dept. of Curriculum and Instruction • Reading • Language Arts • Science Education • Social Studies Education (elementary and early childhood) • Math Education • Early Childhood Education (Theory, methods, and materials)	• Reading: Diagnosis, prescription, and curriculum development • Math/Science/Social Studies: Curriculum development, teaching strategies, materials and evaluation) • Individualized Education/ Gifted and Talented Pupils • Bilingual Education • Programs for Students with Special Needs and Learning Disabilities (EMR/TMR) • Curriculum Development and Individualized Plans Administration & Organizatic of Special Education Programs • Test Construction/Evaluation • International Education • Learning Foundations/Instructional Theory and Teaching Models • Teacher Self-Analysis/Evaluation • Media/Materials/Learning Resources • In-Service Education • Curriculum Supervision • Organization and Planning for Instructional Change • Planning/Organization/Utilization of Educational Media	• Reading from a diagnostic prescriptive model
Curriculum/Instruction--Secondary	• Supporting education courses in 11 teaching fields at the 5th and 6th year levels	Dept. of Social and Philosophical Studies • International studies and multicultural education components Dept. of Curriculum and Instruction • Critical issues in secondary education • Reading (theory, methods and materials)	Same as above	• Teacher and Motivation

Table 1 (cont'd.)

Division/Dept.	Jacksonville State University	University of Kentucky	Ohio University	Muskingum College
Curriculum/Instruction--Secondary (cont'd.)		• General secondary education and micro teaching • English education (theory, methods and materials) Dept. of Vocational Education • Competency based vocational education • Business education • Distributive education • Industrial education		
Guidance and Counseling	• Teacher-certification and community counseling program	Dept. of Educational Psychology and Counseling • Vocational Rehabilitation Counseling • Assessment of individual differences • Gestalt therapy techniques • Hypnosis, psychodrama and related methodologies as a means of treating problems • Instructional materials to train teachers to become more sensitive to interpersonal needs of students • Classroom climate; success strategies for classrooms • Behavior modification; application of systems theory to education and counseling Dept. of Vocational Education • Vocational Education Counseling	• Student Personnel • Human Relations • Stress Management • Appraisal • Group Dynamics • Elementary, Secondary, and Community Counseling	
Educational Administration	• Programs at the 5th and 6th year levels	Center for Professional Development • Inservice education planning • Educational facilities planning	• Educational Facilities • Educational Finance and Business Management • Principalship • Superintendency • College Teaching	

Table 1 (cont'd.)

Division/Dept.	Jacksonville State University	University of Kentucky	Ohio University	Muskingum College
Educational Administration (cont'd.)		• Staff evaluation • School system goal analysis • Development of policy and administrative rules and regulations • Team administration Dept. of Social and Philosophical Studies • Organizational Development theory • Education and social change Dept. of Administration and Supervision • Organizational structure • Personnel administration • Staff development • Education improvement and program development • Instructional leadership • Inservice education • Professional development Dept. of Higher Education • Organization and administration of colleges and universities • Statewide agency organization, administration and planning • Higher education finance and budgeting (institutional and state level) • Student personnel program evaluation and development Dept. of Vocational Education • Vocational Education • Industrial Education-Vocational Schools	• Educational Planning and Organization • Collective Bargaining in Education • Higher Education Administration	

Table 1 (cont'd.)

Division/Dept.	Jacksonville State University	University of Kentucky	Ohio University	Muskingum College
Educational Policy	• Faculty and departmental input to the graduate council and Council of Deans	Center for Professional Development • Policy and administrative rules and regulations development • Study of school size • Administrative philosophy Dept. of Social and Philosophical Studies • Policy analysis, especially educational policy with social policy • Policy/Practice continuum as perceived by teachers Dept. of Administration and Supervision • Professional personnel; curriculum; instruction Dept. of Higher Education • Higher education policy evaluation and formulation Dept. of Vocational Education • Vocational education • Industrial education		
Educational Research		Dept. of Educational Psychology and Counseling • Counseling theories and techniques • Child development and child-parent counseling • Process education • Psychology of reading • Computer assisted instruction	• Statistics • Institutional Research • Measurements • Computer Science	

Table 1 (cont'd.)

Division/Dept.	Jacksonville State University	University of Kentucky	Ohio University	Muskingum College
Educational Research (cont'd.)		<u>Dept. of Educational Psychology and Counseling/Center for Professional Development</u> • Educational psychology <u>Dept. of Social and Philosophical Studies</u> • Social and philosophical studies • Cross cultural studies, social change and development <u>Dept. of Special Education</u> • Research related to behavior change/learning in exceptional individuals • Assessment of occupational opportunities for the physically handicapped • Learning and cognition with normal and abnormal children <u>Center for Professional Development</u> • Evaluation of program effectiveness • Assessment of needs <u>Dept. of Administration and Supervision</u> • Instructional outcome <u>Dept. of Vocational Education</u> • Vocational education (career education) • Business education • Distributive education/women in administration • Agriculture education • Home economics education		

Table 1 (cont'd.)

Division/Dept.	Jacksonville State University	University of Kentucky	Ohio University	Muskingum College
Educational Research (cont'd.)		Dept. of Higher Education • Program evaluation and development • Institutional research design		
Other		See next page		

University of Kentucky

Other

Department of Special Education

- Methods and materials for working with exceptional people
- Teaching special children in regular classes
- The law and the handicapped
- Educational assessment clinic
- Inservice training for severely/profoundly handicapped--Project SHIFTT
- Interdisciplinary instruction for human development

Department of Social and Philosophical Studies

- School and the social interest--parents and the community

Department of Higher Education/Office of Teacher Education and Certification

- Organization and preparation of accreditation reviews

Office of Teacher Education and Certification

- Teacher education and certification
- Educational media and materials--organization and use in classroom and institution

Department of Vocational Education/Department of Curriculum and Instruction

- Career education

Department of Vocational Education

- Student organizations in vocational education
- Competency based teacher education in vocational education
- Program evaluation in vocational education
- Student organization in vocational education
- Program evaluation in vocational education

Department of Curriculum and Instruction

- Early childhood education and legislation

Center for Professional Development

- Goal and priority setting for college/departments/schools
- Use of Delphi Technique
- Inservice projects

Department of Educational Psychology and Counseling

- Program evaluation
- School psychology
- Application of mastery learning
- Human development and curriculum design
- Human cognition and learning as they relate to curriculum design, school organization, teacher education
- Effect of early experiences in learning in school and family settings on development of esteem and competence among children
- Applied learning theory in curriculum design and evaluation
- Moral and ethical reasoning

Department of Educational Psychology and Counseling/Center for Professional Development

- Measurement of educationachievement
- Measurement of outcomes of educational programs
- Stat measurement, evaluation and analysis
- Research design and analysis methodologies

Special Projects

- Speech and Hearing Clinic (Dept. of Special Education)
- Deaf-Blind Intervention Program (Dept. of Special Education)
- Sex Discrimination Institute (Dept. of Curriculum and Instruction)
- Mainstreaming (Dept. of Special Education)
- Adaptive Physical Education (Dept. of Health, Physical Education and Recreation)

Table 4a

Specific Areas Well-Staffed and Competent to Provide Expert Consultation to Schools and Other Organizations

Division/Dept.	California State College	VPI and State University	West Virginia State College	West Virginia University
Curriculum/Instruction--Elementary	• Reading--Dr. Gary Kennedy Dr. Stephen A. Pavlak, and Prof. Louis Oliastro • Early Childhood Education--Dr. Billie Teske • Arithmetic--Dr. Greg Martin		• Early Childhood Education--Mrs. June Santee • Mental Retardation--Mrs. Elayne Abnathy e Multicultural Education and Language Arts--	• All subject areas (e.g., math education, science education, social studies education, etc) • Reading--program clinic and a user center managed by reading faculty • Special programs and facilities (e.g., fully integrated training center--serves entire college)
Curriculum/Instruction--Secondary			• Curriculum and Methods--Dr. James D. Thomas • Foundations and Methods--Mr. Charles Byers • General Methods--Dr. Corinne Davis	Same as above
Guidance and Counseling	• Competency-Based Guidance and Counseling--Dr. George Crane		• Dr. Isaiah Owen • Peer Counseling--Mrs. Patricia Kline	• Faculty in research and training programs in traditional guidance and counseling and in rehabilitation counseling
Educational Administration	• Elementary School Administration--Mrs. Merrell Holman		• Accreditation--Dr. James D. Thomas	• Center for collective bargaining (collection of higher education contracts) • Strong faculty in K-12 Administration and Higher Education
Educational Policy				• Not an explicit program area but much activity and good personnel
Educational Research			• Project Evaluation--Dr. Samuel Securro Jr. and Dr. James D. Thomas	• Bureau of Education Research and Field Services--evaluation • Consultative Services on Design and Experimentation

Table 1a (cont'd.)

Division/Dept.	California State College	VPI and State University	West Virginia State College	West Virginia University
Other	• Industrial Arts	• Administration • Teaching and Instructional Leadership • Vocational-Technical Education • Student Personnel Services • Learning Resources Management • Continuing Education/ Community Services (See next page for full time and part time staff with recognized expertise in each of the above specializations)	• Bio Feedback and Research--Dr. Paul Crawford • Evaluation--Mrs. Cathy Hotz White • Community College--Mr. Andrew Korim	• Family Inservice Programs with both traditional Home Economics orientation and Nutrition/Diatetics • Clothing • Interior Design • Parent/Child Development

VPI and State University

Full time and part time staff with recognized expertise in each of the specializations given on page 00.

• Charles A. Atwell	General Administration, Accreditation (especially NCATE and SACS), Organization Development, Presidential Selections, Personnel Policies.
• Dave Alexander	Legal Aspects of Higher Education.
• Loyd Andrew	Administration, Tools of Management (MBO, PERT, PPBS, etc.), Financing Higher Education.
• Darrel Clowes	Curriculum Development, Developmental/ Remedial Programs, Faculty Development, Department/Division Chairperson Roles, College Teaching.
• Don G. Creamer	Student Development, Organization Development, Student Personnel Services.
• James L. Hoerner	Occupational Curriculum Development, Development of Vocational-Technical faculty, Competence-Based Instruction, Articulation, Use of Curriculum Advisory Committees.
• David M. Moore	LRC Management, Organization of Learning Resources, Instructional Technology.
• Jackie Oxford	College Teaching, Media in the Classroom, Instructional Technology.
• W. Robert Sullins	Organizations and Management, Presdient-Board Relations, Use of Advisory Committees, Consortia and Interagency Cooperation, Staff and Faculty Development.
• Sally Tschumi	Student Development, Human Interaction in the Classroom, Advanced Group Facilitation.

Table 2: Publications Regularly Issued

Higher Education Institution	College Newsletter	Research Bulletin	Other Reports Relevant to R & D in Education
Jacksonville State University	x	x	
University of Kentucky	quarterly		Center for Professional Development periodically publishes monagraphs and books on Research and Development in Education--five to ten per year
Ohio University	weekly		
Muskingum College	quarterly		
California State College	biweekly		H.E.G.I.S. (Higher Education General Information Survey
VPI and State University			
West Virginia State College	monthly		
West Virginia University	monthly (in-house)		

Table 3

Programs Areas in Which Other Colleges/Schools/Departments at Each Institution Are Especially Well-Staffed and May Provide Relevant Consultation to Schools or Other Organizations

Institution	Program Area
Ohio University	Industrial Arts Radio-Television Home Economics Theatre/Film Continuing Education College of Fine Arts (i.e., Arts and Music) Social Work Management--Conceptual framework and practical application of research methods in behavioral sciences to management and organizations; motivation, leader behavior, and work group behavior within organizational settings. School Psychology--Theory and research in human cognitive processes within and information-processing point of view; dynamics of motivation; selecting and administering tests to children for individual study; and collecting educational and developmental data and integrating findings in reports and recommendations. Interpersonal Communications--Study and research typically in one or more of the primary areas: communication theory and process, organizational communication, rhetoric and public address, and speech education; also available are primary areas of emerging emphases such as information systems and intercultural communication.
University of Kentucky	Multidisciplinary Center for the Study of Gerontology Council of Aging Studies and programming for the elderly Allied Health Professions: Self-Instructional Materials Development Project Appalachian Center--interdisciplinary studies relating to Appalachia (Sociology, Political Science, Education, etc.) Women in Contemporary Society Black studies--History; Sociology; Office of Minority Affairs Oral History Recreation for Homebound Aging Career Counseling and planning Center for Developmental Change Center for Labor Education and Research Center for Learning Resources Center for Professional and Executive Development Center for Public Affairs Center for Rational Behavior Training Center for Real Estate, Land Use Analysis Center for the Handicapped Civil Engineering Technology Clothing--Home Economics Extension Foods--Home Economics Extension Communications Research Center Community College System Continuing Education Center Counseling and Testing Center Criminal Law Information Services Dental Hygiene Module Development Desegregation Institute Donovan Program Drug Information Center Institute for Mining and Minerals Research Office of Research and Engineering English: Freshman Composition Ephraim McDowell Cancer Research and Treatment Network Equine Research Educational Film Rental Library Film Services Fine Arts Extension Fire Science Technology

Table 3 (cont'd.)

Institution	Program Area
University of Kentucky (cont'd.)	4H Kentucky Geological Survey Henry Clay Project Student Volunteer Programs Engineering Mechanics Institute Water Resources Research Institute Kentucky Educational Television Kentucky Equine Drug Testing Program Labor Institute Kentucky Legal Information Service Organizational and Management Analysis Placement Service Policy and Operations Analysis Professional and Executive Development Program for Disadvantaged Students Radio-Instructional Resources Sanders-Brown Research Center on Aging Telecommunications for the Handicapped Speech and Hearing Center Speech and Hearing Disorders Student Concerns Project Work-Study Program Continuing Education for Women Institute of Theoretical and Applied Mechanics Water Resources Research Institute Water Resources Training Program Accident Investigation Study Team Dairy Research-Teaching and Extension Appalachian Educational Satellite Project Appalachian Kentucky Health Manpowers Service Audiology Center Audiology Disorders Blind Student Services Bureau of Business and Economics Research

Implications

The full implications of these findings remain to be explored. The Exchange has found the database useful in responding to clients' information requests and in identifying resource persons for its sponsored Regional Workshops. The database has been input to the Research and Referral Service of the Research and Development Exchange. The real value of the database should become more evident in the execution of the FY 80 needs assessment and the planning of resultant FY 81 and 82 workscopes. Both phases of the Needs Assessment Project will be enriched by the expertise identified in the database.

APPENDIX A

Appalachia Educational Laboratory

January 25, 1979

Dr. Scott Honaker
Dean
School of Education
East Tennessee State University
Johnson City, Tennessee 37601

Dear Scott:

One of my objectives over the last several years has been to develop closer ties between the Laboratory and the higher education institutions represented on our Board of Directors. Steps in this direction have included the special "high ed luncheon" during the 1977 AEL Annual Meeting, informal internship program experiments, and the equity internship project this coming summer.

As another phase of these efforts, I'd like to ask your assistance with two additional activities to be carried out by AEL's Educational Services Program. First, we hope to develop and maintain a file of general information about each higher ed institution represented on the Board. Second, we hope to identify the areas of particular academic strength represented in these institutions so that we'll be in a better position to refer requests for expert consultation from the Region's educators.

As a first step in accomplishing these activities, I am enclosing a brief survey form. Would you please complete this form and return it to Dr. Jack Sanders at your earliest convenience. Your assistance will be much appreciated.

My best regards to you.

Sincerely,

Terry

Terry L. Eidell
Director

Enclosure

Appalachia Educational Laboratory, Inc.
1031 Quarrier Street / P.O. Box 1348 • Charleston, West Virginia 25325 • (304) 344-8371
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SURVEY OF HIGHER EDUCATION INSTITUTIONS
(AEL member-institutions)

I. In the space provided under categories A-G (below), please identify and briefly describe any specific areas in which your College of Education is especially well-staffed and competent to provide expert consultation to schools or others such as AEL. (If additional space is required, please insert extra sheets.)

A. Curriculum/Instruction--Elementary

B. Curriculum/Instruction--Secondary

C. Guidance and Counseling

D. Educational Administration

E. Educational Policy

F. Educational Research

G. Other

II. To compile and maintain general information about your college, we want to determine what publications are regularly issued. Please provide information in response to items below.

__ Yes __ No College Newsletter (Frequency: _____)

__ Yes __ No Research Bulletin (Frequency: _____)

__ Yes __ No Other Reports Relevant to R & D in Education (specify):

_____

_____

_____

III. In the space provided below, please identify and briefly describe areas in which other colleges/schools/departments at your institution are especially well-staffed and may provide relevant consultation to schools or others such as AEL (use back, if necessary).

IV. It is our hope that you will assist the Laboratory on a continuing basis in two ways:

(1) by reviewing each year the information you provided earlier and supplying additions, changes, etc., and

(2) by serving as our contact person for your institution so that we may be expertly guided to the most appropriate person in your institution when seeking consultation.

Please indicate below whether you will serve in these capacities or if we should work with someone else of your choice.

__ Yes, I will serve in the capacities requested above.

__ Please use _____ as AEL's contact
(specify name and position)

person for these activities.

PLEASE RETURN TO:

Dr. Jack Sanders, Director
Educational Services Division
Appalachia Educational Laboratory, Inc.
P. O. Box 1348
Charleston, West Virginia 25325

Response from: _____
Name

_____
Institution

APPENDIX B

College of Education
University of Kentucky
March 8, 1979

Project Descriptions

JAMES BARCLAY — SCHOOL COUNSELORS' PROJECT

The purpose of this project is to train beginning school psychologists. The persons who participate have Masters degrees in counseling, Special Education, or curriculum. They are in key positions in local school districts and are nominated by their superintendents.

The goal of the grant is to develop personnel in school districts who will be able to provide assessment and consultation with teachers relative to special education, handicapped children, and other areas.

In the first year of the project, the target area was Eastern Kentucky. This region will be the target area again in the second year with possibly the addition of South Central Kentucky. The third year, the target region will be Western Kentucky.

Fifteen persons were identified as participants this year. Twenty persons will participate next year and twenty the year following.

The project is ongoing and is being done in cooperation with Morehead State University. Enrollees attend every Wednesday afternoon from 4 to 9 p.m. and one Saturday. During the summer, they attend an intensive resident practicum at the University of Kentucky.

KEN BROOKS — CENTER FOR PROFESSIONAL DEVELOPMENT

The Center for Professional Development can play a variety of roles in relation to projects. An initial role is in project development and production, and in providing assistance in the identification of funding areas for faculty members.

After a faculty member decides to prepare a proposal, C.P.D. can assist them with mechanical details, i.e. typing, duplicating, and binding. Staff members may also offer suggestions about the proposal.

Once projects are funded, they may be assigned to the Center as an administrative unit. These projects typically focus on field service activities and are interdepartmental in nature. C.P.D. assists the projects as they are implemented over the duration of their funding time. Staff members may serve as participants or principal investigators in ongoing projects as part of their assignment to the Center. C.P.D. serves as facilitator in projects without placing particular restraints in order to allow flexibility to be responsive to the needs of persons in the field.

The Center plans to begin categorizing information related to projects so that requests on the status of projects and events in the College can be answered. The staff will begin gathering data on which projects are funded and their status so that the information will be easily retrievable.

PATRICIA CEGELKA APPALACHIAN FOLK CRAFTS PROJECT FOR THE HANDICAPPED

The Appalachian Folk Crafts Project for the Handicapped is a 36 month project funded in 1977 by the Bureau of Education for the Handicapped, U.S. Department of Education, and is jointly administered by the Departments of Special Education, and Health, Physical Education, and Recreation at the University of Kentucky. Recent emphasis on career education and leisure education for the total life quality of all individuals has served to refocus concern on the fact that the handicapped must also be provided opportunitites to engage in meaningful leisure pursuits. The existence of a deep seeded interest in crafts apparent in the Appalachian region of the United States and the resulting enthusiasm generated towards crafts makes the development of these skills as a leisure time activity particularly appropriate. The benefits of quality art experiences for the handicapped have also been documented and such experiences are consistent with P.L. 94-142 which requires "appropriate" education for all. The Project's objectives address these issues and provide for the integration of the arts into both the educational and leisure environments of the handicapped.

The primary purpose of the Appalachian Folk Crafts Project for the Handicapped is to develop a detailed program model that specifies the steps necessary for developing instructional modules for any folk craft activity. Instructional packages for teaching three different crafts to mildly handicapped children and youth are being developed as illustrative of this model. The three craft areas selected for module development include quilting, weaving, and candlemaking. Included as a part of each of the three instructional packages is a detailed analysis of the specific tasks included in the craft process, specification of the materials and resources necessary, design considerations, motivational activities, safety precautions and general guidelines for teachers and other instructors in teaching these processes.

The materials are being designed for use with children and youth who have been categorized as having mild learning and behavior disorders. Adaptations in approach or equipment are being noted where appropriate. These materials will be used by special education, art, industrial arts, vocational, career, and home economics teachers and by parks and recreation personnel. The instructional packages will be field tested in public school settings, but it is anticipated that they will be generalizable to other type settings, such as those in which parks and recreation programs are found.

The following materials will be available from the Appalachian Folk Crafts Project for the Handicapped:

-- A Program Model to include the process involved in developing folk craft instruction for the handicapped.

-- Instructional Curriculum Packages for teaching three folk crafts representative of the Appalachian area. Included are candlemaking, weaving, and quilting. These programs are based upon task analysis developed with the help of craftspersons and other available resources. Guidelines and strategies for motivation, design, safety precautions and adaptations for specific handicapping conditions are provided for the teacher or instructor.

-- A Basic Guide for teaching the elements and principles of design.

(continued)

-- An Annotated Bibliography of selected resources and research concerning Appalachia, folk crafts, art, and art and the handicapped.

-- A State-of-the-Art paper summarizing the literature relevant to the Appalachian area and its history of crafts and the craft movement, art and the handicapped, and leisure and the handicapped.

-- A Guide to resources, agencies and media which may be helpful for those involved with folk craft activities and programs for the handicapped.

-- A Recreation Guide to be used in the adaptation of the instructional craft curriculum for use in and out of school settings such as recreational parks, camps, and workshops, etc.

For more information write to:

Appalachian Folk Crafts Project for the Handicapped
210 Porter Building
University of Kentucky
Lexington, Kentucky 40506
(606) 258-8911

DONALD CROSS

THE EDUCATIONAL ASSESSMENT CLINIC

The Educational Assessment Clinic, conducted by the Special Education Department of the University of Kentucky in co-operation with other clinics in the University, has been established to offer services to children in the State of Kentucky. These services include: (1) assessment of educational difficulties; (2) educational program specifications and when possible; (3) implementation of the specifications through graduate students in the Department of Special Education, under the supervision of the clinic directors.

A Diagnostician is assigned to each case. When possible, the case is observed in the actual classroom setting. Further formal and informal assessment is conducted in the clinic.

Educational program specifications result from a joint effort made by the assessment team, clinic directors, and other personnel involved with the child, and may occur at any of the several stages of the assessment process. These specifications will include objectives and recommendations for implementation of the program that will be most appropriate for the child at that particular stage of assessment.

Each child will be staffed by clinic personnel. Members of the referring agency, as well as members from other interested agencies are welcome to attend the clinic staffings.

Follow-up services consist of periodic checks by the clinic. Longitudinal educational program specifications and consultations involve constant follow-up and evaluation of the success of the program.

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Referrals are accepted from parents, schools, physicians, and other agencies. A fee of $15.00 is charged for the evaluation. However, no child is refused because of inability to pay this fee.

LOWELL EBERWEIN — THE READING CENTER

The purpose of the Reading Center is to diagnose students having reading problems and provide remediation for selected students. Diagnosis is provided by referring students to the Reading Center which includes the following steps: (1) Contact the Reading Center (usually through a telephone call); (2) Screen the student to verify that the student has a reading problem (meaning that the student's total reading score should rank in stanines 1, 2, 3 or 4 or below the 40th percentile on a standardized reading test); (3) Contingent upon verification of a reading problem, develop a case study (using informal, standardized, and criterion referenced tests) that includes a report of the test results, an analysis of the reading problem, and a suggested program of remediation; (4) Explain the test results, analysis, and remediation program to the student's parents; and (5) Forward the case study to the student's school. One or two semesters of remediation are provided for selected students who have a complete case study. A final report of the progress the student has made during remediation is forwarded to the student's school at the end of each semester. The number of students who are diagnosed and receive remediation depends on the number of students enrolled in EDC 619 - Diagnosis of Reading Disabilities, and EDC 620 - Reading Remediation.

The Reading Center is staffed by graduate students taking either EDC 619 or EDC 620. Since the services are the by-products of the two graduate courses, there is no charge. Requests for services should be forwarded to:

Dr. Lowell Eberwein
335 Dickey Hall
University of Kentucky
Lexington, Kentucky 40506
(606) 258-4611

WILLIAM G. EMENER, JR. — VOCATIONAL REHABILITATION COUNSELING PROJECT

The Rehabilitation Counseling Program has been on campus in the College of Education's Department of Educational Psychology and Counseling since 1962. This year it has been organizationally attached as an interdisciplinary program in the Graduate School, reporting to Dean Royster and Associate Dean Sagan.

The Rehabilitation Service Administration grant of approximately $40,000 is primarily for the development of manpower skills in rehabilitation counseling. The Master's program is academically two years in length.

Current activities include identifying additional project faculty, i.e., recruiting for an Assistant Director. The staff is also involved in identifying program faculty from other colleges at UK who will assist project faculty from an interdisciplinary point of view.

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The main current goal of the Project is to work on curriculum revisions necessary not only for the project, but also for accreditation from the Council on Rehabilitation Education.

The long-term plan includes recruiting and admitting fifteen graduate students in September, 1979. Beginning in 1980, twenty new students per year in the area of rehabilitation counseling will be enrolled.

DAVID GAST — INSERVICE TRAINING FOR S/PH TEACHERS

Project SHIFTT is a State Department of Education funded project intended to provide inservice training for teachers around the state who are presently working with severely and profoundly handicapped children. The goals are to help teachers become better prepared to work with this population, and to enable them to become certified to teach in severely and profoundly handicapped units across the state.

Eleven graduate level students have been recruited. These people are presently working in the field.

The project is divided into three phases:

1) During intersession, the students receive an overview and survey of the field of severely handicapped.

2) Intensive two-month program that includes methods and curriculum courses and an experience in a demonstration classroom.

3) Return to local education units serving S/PH children. Participants receive inservice training and remedial work as dictated by the needs of the students with whom they are working. They are also evaluated on material that was covered during the summer months. Phase 3 extends from fall semester through spring semester.

The result is an intensive inservice program that is field-based and will provide school districts with teachers who are certified to work with this population of children.

TOM GUSKEY — EDUCATIONAL RESEARCH & DEVELOPMENT (CPD)

The Educational Research and Development Office in the Center for Professional Development can offer assistance to faculty members preparing proposals through consultation on research design and evaluation procedures. Literature search services are also available through the Office.

After proposals have been funded, the facility can aid in the programming and statistical analyses of data. Access to other departments within the University and to other institutions throughout the state can also be facilitated through this Office.

WAYNE HARVEY — COLLEGE OF EDUCATION INSERVICE PROJECT

The project is coordinated through the Center for Professional Development. It consists primarily of three different components:

1) Provide inservice program planning assistance and aid in identifying staff development needs; assist in setting program objectives; and design activities to address identified needs.

2) Make resources available, both faculty and materials, for use in implementing services to the extent possible.

3) Assist in the formulation of operational models for improving the planning, implementation, and evaluation of inservice education state-wide.

4) Assist in formulating a state-wide inservice plan as a model for the future.

TONIA KASICA — SPEECH AND HEARING CLINIC

The Speech and Hearing Clinic is part of the program of Speech Pathology and Audiology. The primary purpose is to provide a clinical practicum for training students to be speech and language pathologists. The service is available to persons of all ages. Various types of therapy such as cleft palate, voice, articulation, laryngectomy, stuttering, language and aural rehabilitation are provided.

Contacts and referrals come from many sources, i.e., private physicians, day care centers, child development centers, the Clinic for Communicative Disorders, and various other community services.

Most therapy is conducted in our clinic in Dickey Hall. In addition, outside sites such as Maxwell Elementary School are utilized for practicum experiences in aural rehabilitation. Students also participate in clinical externships at Cardinal Hill Hospital, the Veterans Administration Hospital, the Bluegrass Preschool Program, and the Clinic for Communicative Disorders. Certified speech pathologists in the Lexington locality may receive inservice through the Center for Professional Development and our program lecture series.

SUSAN KERSHMAN — DEAF-BLIND INTERVENTION PROGRAM

The history of the education of deaf-blind children has been one of inadequate services for these children with dual sensory impairments. The primary goal of the Deaf-Blind Intervention Program is to facilitate the inclusion and integration of deaf-blind children into existing educational and other resources. The project seeks to identify children as early as possible and to develop homebound, parent education programs where necessary. Project personnel also provide consultation services to programs that are presently providing services for deaf-blind children of preschool and school age. There are still several school age children in Eastern and

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Central Kentucky who are not receiving educational services. On behalf of these children, Deaf-Blind Intervention Program staff take the role of advocates.

Additional services provided by the project include diagnostic evaluations in conjunction with local or University of Kentucky Medical Center personnel, educational assessments, individualized educational plans (IEPs) and parent group meetings.

MARTY MARTINSON

INTERDISCIPLINARY INSTITUTE FOR HUMAN DEVELOPMENT

. The Interdisciplinary Institute for Human Development has been in the process of development as an administrative unit for approximately two months. A comprehensive array of services will be provided and will include training, research, and clinical assistance.

The Institute will be administered through the Graduate School. The funding at present comes from the Regional Office in Atlanta with additional funding provided by a local service agency. Negotiations with the Kentucky Developmental Disabilities Council for a funding contract are underway. A service contract with the Division of Crippled Children (age 0-6) will soon be finalized.

Providing a comprehensive base for interdisciplinary training and service activities is a main goal of the Institute. A cooperative rapport between colleges and departments will aid in establishing a collective political clout stronger than that which an isolated group could alone.

Several deficit areas exist in various departments of the College of Education. Recent graduates in Kentucky and elsewhere are not provided enough training in non-academic and non-intellectual assessment, or in the areas of vocational evaluation, secondary programming, or the severely handicapped. These weaknesses need to be addressed in order to improve the College's programs.

An Advisory Board comprised of the following constituent groups has recently been formed to aid the Institute in identifying needs:

1. Institutional: persons from the University, Colleges of Education, Social Professions, Medicine, Allied Health, Dentistry, Nursing, and the University Information Service.

2. Service Agencies: persons from Vocational Rehabilitation, Vocational Education, Bureau of Social Services, and Bureau of Health Services.

3. Consumer Advocates: parents, representatives from Protection and Advocacy Office in Frankfort, Public Defenders Office.

4. Representatives of other training institutions in the state.

PETE MIDDLETON SEX DISCRIMINATION INSTITUTE

This year-long project represents an attempt of three universities, the University of Kentucky, Western Kentucky University and the University of Louisville, to build upon previous efforts to help the Jefferson County School system deal effectively with problems caused by sex and race discrimination.

The project will be implemented in four components:

Project Management - University of Kentucky
Elementary Component - University of Kentucky
Middle School Component - Western Kentucky University
High School Component - University of Louisville

Through this structure, the project will focus upon leadership training to elementary, middle and high school leadership teams, involving strategies and techniques designed to eliminate sex bias and sexrole stereotyping. Specifically, the main thrust of the project will focus on three model schools at each level, chosen on the basis of stated needs and interests. Each model school will serve the function of validating instructional strategies aimed at improving the knowledge and abilities of its staff in effectively solving problems attributed to sex discrimination.

The project components will impact the remainder of the elementary, middle and high schools in the county by disseminating instructional packets of materials and methods that were used successfully in model schools through the Education Development Center.

Training activities for the local leadership teams in the model schools will focus upon six content areas. These content areas are:

Self-concept through self-study
Achievement motivation
Communication analysis for sex bias
Realistic goal setting
Materials analysis for sex bias and sex role stereotyping
Curriculum analysis for sex bias and sex role stereotyping

In addition to the activities described above for the three components, the project will seek to conduct quarterly informational and planning seminars with appropriate administrative and supervisory personnel of the Jefferson County schools, board of education members, and other patrons of the schools to insure coordination of the project with the on-going activities of the school system.

CATHERINE V. MORSINK DEAN'S GRANT PROJECT ON MAINSTREAMING

For the past three years, the Dean's Grant Project on Mainstreaming has focused on curriculum development for education of handicapped children at the undergraduate level. These efforts resulted in the development of a new course, EDP 203, and some changes in other coursework.

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The continuation of the project for the next three years will focus on curriculum development at the graduate level. The emphasis will be on instruction of teachers and other support personnel who are working with handicapped children and youth. There is a need to change the present curriculum to make it more appropriate and responsive to those needs in the field.

Included in the project's conceptualization of the handicapped is a broader range than just the actual "handicapped" child. Also included in this group are those who are culturally different, gifted, and all students who differ in any way from the norm.

Five basic objectives in the project are:

1. Adapt existing preservice content, materials, and methods for use in graduate level programs for school personnel. This is done essentially by the Mainstreaming Project Staff.

2. Use this material and get feedback from persons in the field in order to design programs responsive to the needs in the field. Input from the Task Force comprised of personnel in the field as well as faculty on campus will be utilized.

3. Institutionalize the changes in the graduate level program. This goal is the purpose of the Project Council, Task Force, and other individuals working to implement change.

4. Evaluate results in two ways:

   A. Internal evaluation of staff development: The materials and procedures designed by Dr. Gene Hall will be utilized. The research will be done primarily be dissertation and the Levels of Use of mainstreaming-related content by College faculty will be studied.

   B. External evaluation of changes in the field: To assess what effects the curriculum changes have had in the field, Mike Nelson will be using an evaluation instrument developed by Maynard Reynolds. Dissertation research will also be done in this area.

5. Revise content of the curriculum and disseminate it in the field.

WILLIAM PUPKE — ADAPTIVE PHYSICAL EDUCATION

The Adaptive Physical Education Project has two primary goals. The goal in the preservice area involves establishing a Master's degree program in adaptive physical education for the handicapped. This program is scheduled to begin in September of 1979 and will train persons to act as specialists, consultants, diagnosticians, and administrators in this area of physical education.

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The inservice component of the project is concerned with the development of an Adapted Physical Education model program in the Fayette County School System. The project will also offer support services to state efforts at inservice training for physical educators, special education teachers, and regular education personnel in local school districts statewide.

Cooperative efforts have already begun between the departments of Physical Education and Special Education in the development of the MS degree in adapted physical education.

ROBERT STERRETT — MID-SOUTH REGIONAL RESOURCE CENTER

On October 1, 1977, the United States Office of Education established 16 Regional Resource Center projects. The Mid-South Regional Resource Center operated by the University of Kentucky is one of the 16 centers established. The Mid-South RRC serves clients in the State of Tennessee and the commonwealths of Kentucky and Virginia.

The purpose of the RRC projects is to provide assistance to state education agencies and through them to local education agencies. This assistance is accomplished through demonstrations of exemplary services and through the delivery of technical assistance. Target areas are appraisal, education programming, placement, implementation of the education program, evaluation of child performance, and review of the individualized education program process.

The services provided by the RRC are negotiated and specified in formal agreements with each state education agency. The Mid-South RRC has negotiated agreements with each of its three client states. All services are related to the state's program plans for exceptional children and access to the services is available only through contact with the state education agency.

The Mid-South RRC provides five types of technical assistance:

1) Assistance in assessing needs and planning
2) Assistance in awareness of exemplary practices
3) Assistance in adaptation and development of products
4) Assistance in training
5) Assistance in demonstrations

All technical assistance is related to one or more of the following child-centered processes:

A. Appraisal
B. Development of Individual Educational Plans
C. Educational Placement
D. Implementation of Individualized Educational Plans
E. Evaluation of child performance
F. Review of Individualized Educational Plans

JAMES TAWNEY PROGRAMMED ENVIRONMENTS

The programmed environments project has run continuously since 1972. It was preceded by a small grant called "Practice What You Preach", an alternative field-based, consequence evaluation certification program. During that time period, a three year contract was also received from the Bureau of Education for the Handicapped to place computer systems into the homes of severely developmentally retarded children.

Staff members surveyed research in 1972 on curriculums for severely handicapped children. A Monograph on the findings will soon be published and will contain recommendations to BEH concerning money spent on curriculum development.

The Preschool program located in the Porter Building on automated instruction has been ongoing since 1973. Since these children are severely handicapped, they usually have no observable behaviors or responses. The staff has been developing a curriculum, "Complex Concept Acquisition", that progresses through stages of response and rate building to prereading and then reading academic behaviors.

The project staff hopes that BEH will grant contracts on technology development for the severely handicapped. This will make further development possible in the area of computer synthesized speech, as a component of a prereading program. The staff is working on auditory-visual sequencing and plans to modify the sequence based on data and experience with the system.

The staff was involved in a telecommunication project from 1975-77. Although originally funded as a service delivery project, it was actually utilized as a technology development contract. A computer manufacturer developed a system to link the computer center in Lexington to homes throughout the state. Infants and young children were identified and the technology was utilized to deliver automated instruction in the homes. The computer linkage was also used as a service delivery system to identify needs and then supply an array of services through home visits by personnel. The staff may be asked to do more in this area by the State Department of Education.

A curriculum developed for teachers of severely handicapped children is in production now, and will be published by the Charles Merrill Company. The package will consist of a series of instructional programs, a set of instructional modules on principles of reinforcement and procedures for data reporting, a video training tape, a system for teachers to gather their own data, and a storage plan for teachers to systematically store the data they gather on their students.

Staff members have developed non-traditional models for teacher training. The teacher-tutor model was presented to teachers in Jefferson County and areas around Fayette County. The teacher-tutor model led to an expanded in-class observation/remediation system, used to field test the Programmed Environments curriculum nationally. Here, teachers were required to meet criterion on content modules, then on a set of direct instruction procedures, in order to participate in the validation effort. These procedures insured that the curriculum was used, was used as specified, and that teachers maintained a standard level of performance throughout the school year. The child performance data, collected response by response during direct instruction, constitutes the validation data for the curriculum.

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The Practice What You Preach project involved a broader scale of in-field evaluation and technical assistance. Orginially planned to introduce contingency management into the summer recertification program, and to observe the extent to which it was implemented, the model expanded, and recertification in special education was made contingent upon documentation of a high and standard level of child performance.

After receiving instruction on campus, the teachers were followed up by field trainers to determine if the skills taught were actually being utilized. Certification was contingent upon the teachers demonstrating criterion performance in working with their students. This work lead to the generation of the rudiments of an evaluation system. A new product has been developed as a result and is now called the Teacher Diagnostic Remedial Instrument.

. The curriculum and evaluation systems have allowed the staff to be involved with Project SHIFTT. Competencies will be assessed to determine what the teachers can and cannot do as related to P.L. 94-142. Instruction is provided, post-tests administered, and then the data is entered on a computer.

With personnel from Project SHIFTT, the staff is also involved in the Southeastern Regional Coalition comprised of participants from Alabama, Tennessee, and Kentucky. This allows for exchange of practicum students and cooperation in developing training programs, modules, and assessment procedures. An outgrowth of this effort will be the establishment of technical assistance centers and perhaps a model center to provide services to all states in the area of severely handicapped.

A proposal has been written in conjunction with the National Association for Retarded Children. The concepts presented in the teacher diagnostic system will be broken down into simple terms for use with parents. About 150 parents will be involved, and will serve two functions:

1) Serve on teams to monitor the quality of education provided in special education;

2) Diffuse information to the national association and other parent groups.

A second grant has been submitted, to conduct a national replication of the Programmed Environment curriculum.

ELAINE UTHE

ASSESSMENT OF OCCUPATIONAL OPPORTUNITIES FOR THE PHYSICALLY HANDICAPPED

The project is supported by the Bureau of Vocational Education in Frankfort. The project goals are:

1. Promotion of better vocational program planning.
2. Promotion of better instruction in vocational programs.
3. Promotion of better counseling and placement.

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The objectives of the project are:

A. Identification of occupational titles for which the physically handicapped can or cannot be employed.

B. Assistance to vocational teachers in instructing the physically handicapped.

C. Information for counselors in advising and placing the physically handicapped.

Outcomes:

I. Catalog of occupational titles available to the physically handicapped:

A. By vocational program

B. By type of impairment

C. With manual for use

II. Methods booklet

A. With teaching ideas

B. With equipment adaptations

C. With resource list

III. Annotated bibiliography

IV. Project report

V. Dissemination seminar in summer, 1979

(See p. 14 for diagrams accompanying tho preceding summary.)

DENNIS VINTON PROJECT REACH

Project REACH (Resources for the Expansion and Advancement of Camping for the Handicapped) is currently in its third year of funding. The goal of the project is to develop competency-based training materials for persons working in camps that serve primarily the physically handicapped population. Field testing of the materials has been completed, and the materials are now being revised and prepared for dissemination. These materials were designed for use with inservice camp training activities and preservice curricula in recreation, physical education, and special education.

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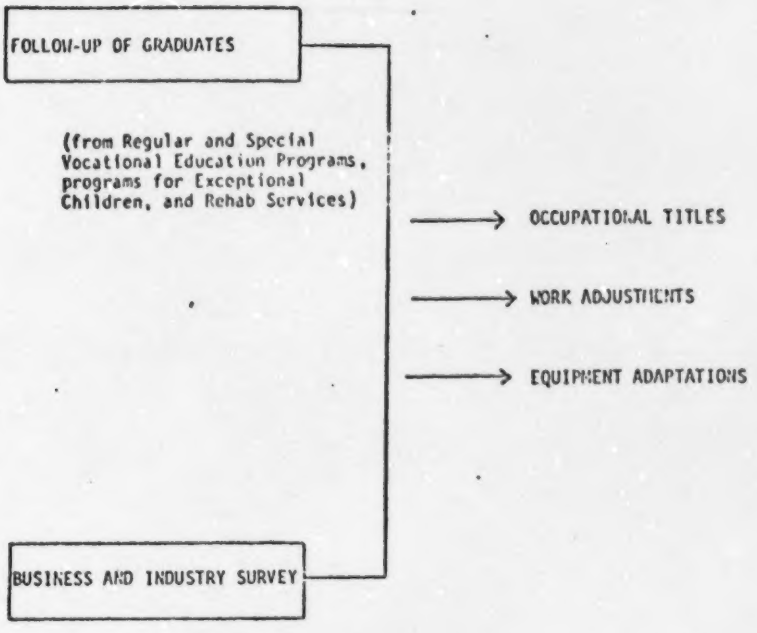
DOUBLE BARRELLED APPROACH


FOLLOW-UP OF GRADUATES
(from Regular and Special Vocational Education Programs, programs for Exceptional Children, and Rehab Services)
OCCUPATIONAL TITLES
WORK ADJUSTMENTS
EQUIPMENT ADAPTATIONS
BUSINESS AND INDUSTRY SURVEY
(Presently Employed)

Guidelines:

Select random sample from four vocational education regions
by Standard Industrial Classification
by size of company (number of employees)

Random Sample Grid

Standard Industrial Classification	Size of Company		
	Small	Large	Giant
Agriculture, forestry, fishing			
Mining			
Construction			
Manufacturing			
Transportation, communications, electric, gas and sanitary services			
Wholesale trade			
Retail trade			
Finance, insurance, real estate			
Services			
Public administration			
Nonclassifiable establishments			

To insure institutionalization of the program, the staff involved professional organizations and associations who are concerned with providing camping activities for the handicapped. As a result of their involvement in the project, two organizations, the National Easter Seal Society and the American Camping Association, are discussing the possibility of publishing, disseminating, and marketing the materials. In addition, the American Camping Association has submitted a proposal to B.E.H.'s personnel preparation program for a three year grant to further develop and test the materials in their national Camp Leadership Training Network.

The project staff has submitted a new proposal to BEH for another three year project to begin next summer. This grant will provide funds for development of instructional programs for teachers and resource management personnel to enable them to plan and implement outdoor/environmental education programs for the handicapped. This proposal was coordinated and submitted through the Center for Professional Development.

Another proposal will soon be ready for submission. This grant would obtain funding for the development of a comprehensive master plan for a camping and environmental education facility. This facility is being considered for construction in Eastern Kentucky in conjunction with the Paintsville Lake Dam Project. Persons from within and without the University have participated in discussions on this facility for the past two years. If funded, it would involve articulation with the Departments of Architecture and Engineering at U.K.